



Designated Teacher for Looked-After Children and Previously Looked-After Children Policy

Approved by the Board and authorised for use 1st September 2022.



Review date



a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school
a Principal or acting Principal of the school

4. Role of the Academy Council

The Academy Council should, through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children including how the Pupil Premium + is used including the progress and attainment. They should also ensure the needs of those children with Special Educational Needs and Disabilities (SEND) with an Education, Health, and Care Plan (EHCP) and those with mental health issues are fully met.

5. Developing the Personal Education Plan (PEP)

All looked-after children must have a care plan which is drawn up and reviewed by the local authority responsible for the child. It will identify intended outcomes and objectives for the child and provide the framework to work with the child and carers in relation to their emotional and behavioural development, identity, relationships and self-care skills. The care plan must also include a health plan and a PEP. The PEP is a record of the child's education and training and should describe what needs to happen for a looked-after child to help them fulfil their potential and reflect, but not duplicate, any existing plans such as EHC plans and seen as an integral part of a looked-after child's wider care plan.

6. Exclusions

Academy Councils, Principals and designated teachers must have regard to the Department's statutory guidance on Exclusions from maintained schools, academies and pupil referral units in England. In line with that guidance, principals should, as far as possible, avoid excluding any looked-after child. If a looked-after child is at risk of either fixed term or permanent exclusion, the designated teacher should contact the relevant authority's Virtual School Headteacher (VSH) as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary. Where a child is at risk of a fixed-term or permanent exclusion, the designated teacher, working with the VSH and the child's carers, should consider what additional assessment and support (such as additional help for the classroom teacher or one-to-one therapeutic work) needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion.

7. Working with carers and parents

Carers should take an active role in participation in PEP planning, and schools should consider what they can do to encourage and support carers in supporting the education of the children they look after. Each school will make arrangements for engaging with those who have parental responsibility for a child. The local authority should make sure the designated teacher knows about things, such as whether the child is on a care order or is voluntarily accommodated, and the scope of the carer's responsibility for giving permissions. Information about children going missing from should be shared immediately.

8. Role of the Local Authority

The designated teacher will work with Local Authorities who have a duty, to promote the educational achievement of looked-after children. They will make advice and information available to parents, guardians and others to promote the education of previously looked-



